

REVIEW OF THE STATUS OF LISTENING SKILLS AND
IMPLICATIONS FOR CLASSROOM TEACHERS

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Mary D. Gladfelder
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by

Mary D. Gladfelder

Approved by Committee:

Joseph L. Fisher
Chairman

Paul C. Vance

Earle L. Canfield
Dean of the School of Graduate Studies

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CHAPTER I

INTRODUCTION

Taylor wrote that ninety per cent of the educational research in listening has been conducted since 1952, and the advent of Sputnik. Listening is one of our newest frontiers in education and offers many challenging problems to be solved concerning teaching these skills.

Taylor concluded that increased use of audio communication media by children and adults has brought about this need for more effective teaching of listening skills. Since the advent of television the proportion of time spent in listening has been increasing.¹

I. THE PROBLEM

It was the purpose of this study to survey current practices used to develop listening skills in the elementary classes of twenty-five cities in Iowa with a population of over 8,000.

The data obtained were to be used as a basis for determining the status of listening skills in the elementary school curriculum and for identifying for teachers, the needs of children in the area of listening skills.

¹Stanford E. Taylor, Listening. What Listening Research Says to the Teacher, No. 29 (Washington, D. C.: Department of Classroom Teachers and American Association, 1964), p. 3.

II. IMPORTANCE OF THE STUDY

As far back as 1926, educational research established that verbal communication was used 70 per cent of the time in an adult's working day and listening was used 45 per cent of that time. Reading was used 16 per cent of the verbal communication time.¹

In 1949, research indicated that 57.5 per cent of elementary class time was spent in listening to the teacher and other audio media.²

Taylor has estimated that 90 per cent of high school and college class time is spent in listening.³

With the increased use of television, listening time has increased for children and adults.⁴ A need for all students to learn more effective listening skills has aroused concern among educators as to the best methods to improve listening skills.

In 1964, a joint committee of educators from four areas of language arts summarized the concern about listening skills as follows:

We, the writing group, recognize that listening and speaking are universally the most frequently used means of communication. We share with all educators the concern about effective written communication and the recognition that reading skills are basic to all learning. But we have voiced the need for equal

¹Ibid.

³Ibid.

²Ibid.

⁴Ibid.

concern about educating all children to be effective listeners and speakers. For every individual, child or adult, slow or bright, rich or poor, vocationally skilled or unskilled, the ability to listen and to speak effectively is probably the most important asset that he can acquire and maintain throughout a lifetime.¹

III. SCOPE AND LIMITATIONS

This study was limited to a survey in the elementary schools of twenty-five cities in Iowa, all having a population over 8,000. The investigator felt these cities would provide a better sampling for this study because of the large number of teachers and students living in the twenty-five cities.

No attempt was made to limit this study to any specific grade level.

The responses to the questionnaire were returned from teachers of grades kindergarten through six.

IV. DEFINITIONS OF TERMS USED

Because different words are used to describe the process of learning through auditory communication and the same words may be used in similar meanings, for the purpose of this study the following terms are defined.

¹Helen K. Mackintosh, Chairman, Children and Oral Language, Issued by a joint statement of Association for Childhood Education International and Committee (Washington, D. C., 1964).

Parsimony. Parsimony refers in this study to the quality of stinginess regarding the teacher's use of speech in the classroom.

Listening center. Listening center is a term describing an audio center in the classroom, where students use tape recorders or record players with plugged in headsets for the purpose of listening to listening lessons. Students are in groups at a table, listening in groups in partitioned booths at a table or using individual booths. Taped lessons usually have a self-checking exercise at the end.

Auding. Auding is the term describing the gross process of listening to, recognizing, and interpreting spoken symbols.

Hearing. The process by which sound waves are received, modified, and relayed along the nervous system by the ears is referred to as hearing.

Listening. Listening is the process of directing attention to and thereby becoming aware of sound sequences.

Cognizing. Cognizing is a generic term used to denote all of the various aspects of knowing; including perception, judgment, reasoning, remembering; and thinking and imagining.

V. PROCEDURE

After all available literature concerning listening was reviewed, the investigator developed a questionnaire for the purpose of surveying the status of listening skills in the elementary schools of twenty-five cities in Iowa having a population of 8,000 or over. The questionnaire was reviewed by four elementary teachers for the purpose of revising. After the suggested revisions were incorporated, the resulting questionnaire was reviewed by the advisor of this study.

Copies of the questionnaire and a cover letter were sent to a random selection of elementary principals in the cities in Iowa selected for this study. The principals were asked to distribute these to their elementary teachers. The completed questionnaires were returned directly to the investigator.

The responses to the questionnaires were tabulated and the report was prepared to show implications for teachers of listening. This report is included in Chapter III.

CHAPTER II

REVIEW OF LITERATURE

In the past it was assumed that the act of listening was learned spontaneously and no listening lessons were included in the elementary curriculum. As recently as 1958, textbooks used in graduate courses on research in the teaching of the language arts described such arts as consisting of reading, writing, speaking and spelling. However, Horrworth has written that the majority of listening research articles indicate that listening skills can be taught and as early as 1949, articles appearing in School Review, Education Research Bulletin, Journal of Education and many other journals indicated the fact that the school should adjust the curriculum to include the teaching of listening.¹

Frequently teachers assume that poor listeners have lower intelligence quotients than good listeners. However, this assumption does not always prove to be true because many students who are poor listeners have normal and higher than normal intelligence quotients. Nichols has done research in the area of listening, and he found many poor listeners in college. To help college students become better listeners, he

¹Gloria L. Horrworth, "Listening: A Facet of Oral Language," Elementary English, XLIII (December, 1966), 856-60.

is teaching listening improvement courses at the University of Minnesota, Minneapolis, Minnesota. The fact that there are poor listeners who have reached the college level of education and need these improvement courses indicates the need for good sequential listening programs in the schools. Nichols feels that listening is a very complex and increasingly needed skill.¹

"Learning to listen better is as if not more important than learning to read or write," wrote Wilt.²

Business firms have been concerned with listening and have been giving training courses to employees to increase efficiency. It was estimated that white-collared workers earn forty per cent of their salary through listening.³

Schools have become more interested in revisions of their curriculum to include textbooks containing lessons to teach listening skills--especially in the areas of reading and language. However, there is a lack of sequential developmental programs in listening in schools.

¹Ralph G. Nichols, "Ten Guides to Good Listening," The American Educator Encyclopedia, p. 48.

²Miriam Wilt, "Teach Listening," Grade Teacher, LXXXI (April, 1964), 93-94. (Quotation is correct as stated.)

³Frank W. Lanham, "Teaching Listening," American Business Education, XVI (October, 1959), 60-61.

Children come to kindergarten with a speaking vocabulary acquired through conversation at home. These listening skills decrease as they progress in school, reported Wilt,¹

and research has shown that students become poorer listeners as they progress in school. At any one moment ninety per cent of first grade children are listening to the teacher, but in high school only twenty-eight per cent are listening to the teacher.²

This research indicates a much needed change in the elementary school curriculum to develop more effective listeners. More students of today will complete high school and a larger number will progress to institutions of higher education than in the past. These facts place a grave responsibility upon the schools of today to teach more effective listening skills.

"More failures in academic and social growth can be traced to inability to listen than to any other single aspect of the language arts," wrote Neville.³

Blake and associated teachers have compiled a code for teachers of listening as follows:

1. be a good listener myself
2. use a classroom voice (relaxed, unhurried, non-threatening, varied medium-loud tones) and facial expression (sincere, expressive, varied) that promote accurate listening

¹Miriam Wilt, "A Study of Teachers Awareness of Listening as a Factor in Elementary Education," Journal of Educational Research, XLIII (April, 1950), 626-636.

²Donald E. Bird, "Listening," National Education Association Journal, XLIX (November, 1960), 31-32.

³M. A. Neville, "Listening is an Art; Practice It," Elementary English, XXXVI (April, 1959), 226.

3. initiate activities with interest levels of my class in mind; e.g., make things so interesting children will want to listen
4. get everyone's attention before speaking
5. teach children that directions, instructions, and other types of information-giving will be stated only once.
6. encourage my children to listen to each others' contributions, answers or remark a child gives
7. ask many questions that require more than a "yes" or "no" or other short answers
8. take time to listen to my pupils before and after school as well as during the school day
9. teach listening all day long in connection with all subjects
10. create an emotional and physical climate conducive to good listening
11. establish with my children the purpose for which they should listen to each activity
12. be well-prepared every day for the material to be taught or activities to be directed
13. vary my classroom program to provide a variety of listening experiences; e.g., sound films, discussions, debates, individual and group reports, dramatic activities, demonstrations, group work, music, descriptions, etc.
14. teach my children the importance and value of being a good listener
15. realize that my children as a rule spend more time listening than in any other communication skill
16. be aware of the seating arrangement in each listening activity; e.g., have my children sit as close as practicable to me when the entire class or a small group is being taught
17. help my children to set up standards for effective listening
18. teach my children to develop an appreciation and awareness of sounds
19. build a program in which listening skills are consistently taught and practiced; e.g., interpreting unknown words through context; noting details; following directions; finding main and subordinate ideas; directing clues that show the speaker's trend of thought; evaluating an expressed point of view in relation to facts, propaganda and previous learnings; making valid inferences
20. teach my children to form desirable listening habits; e.g., self-discipline (disregarding of distractions and mannerisms of speaker); mental curiosity (asking questions about what has been

heard); critical analysis (truth, logic, sequence); listening for different purposes (appreciative, analytical, informative, recreational, responsive, marginal); courtesy to the speaker; non-emotionalism (find something interesting in the subject and the speaker, withhold opinion until speaker has finished); note-taking; using the differential between thought speed and speaking speed.¹

The teacher needs to understand that instruction in listening will be more effective if its levels of development are better understood. One authority, Strickland, has suggested the following levels of listening:

1. Little conscious listening except as the child is directed and personally concerned with what is being presented.
2. Intermittent listening as the child is easily distracted by people and things in the environment.
3. Half listening while the child holds fast to his own ideas and waits to insert them at the first opportunity.
4. Passive listening with apparent absorption but little or no reaction.
5. Erratic listening, that is, listening for a time but running off at a tangent when a word or idea presented calls to mind a personal interest or experience.
6. Listening, forming associations, and responding with items from his own experience rather than reacting to what is presented.
7. Listening and expressing some reaction through questions or comments.
8. Listening with evidence of genuine mental and emotional participation.
9. Listening with a real meeting of minds.²

¹Howard N. Bake, "Code for Teachers of Listening," Elementary English, XXXIX (January, 1962), 48-49.

²Ruth G. Stickland, Language Arts in the Elementary School (Boston: D. C. Heath and Company, 1951), p. 114.

To a certain extent these are developmental levels, perhaps, in the sense that as people become older they listen better, although even adults as well as children lapse into the simpler types on occasions.

Teachers need to be aware of characteristics of poor listening habits. Ralph Nichols describes ten poor habits as a listeners roadblocks to effective oral-aural communication. They are as follows:

- *1. Calling a subject dull
- *2. Criticizing a speaker
- *3. Getting overstimulated
- *4. Listening only for facts
- 5. Trying to outline everything
- *6. Faking attention
- *7. Tolerating distractions
- *8. Choosing only what is easy
- *9. Allowing emotion-laden words to interfere with listening
- 10. Wasting differential time between speech and thought speed.

All of the starred items of poor listening behavior seem to be affective behavior; that is, they reflect interests, attitudes, and values of the student.¹

Listening involves more than merely hearing; it involves auditing and cognizing. Listening must be a people process as well as a language process; it is reciprocal, and in order to listen, an individual needs to have experienced an attentive listener interested in him and what he is saying.

¹Ralph Nichols, "What Can be Done About Listening?", Supervisor's Notebook, Scott Foresman Service Bulletin, XXII (Spring, 1960), 1-4.

Taylor wrote,

Research has shown that the average person will retain only fifty per cent of what he hears, no matter how hard he concentrates, and that two months later he can be expected to recall only half of that amount.

This condition is not surprising when one considers the negligible amount of instruction provided in listening, the lack of a sequential developmental listening program in most schools, and the inherent complexity of the listening act.¹

The research findings of Brown, Caffrey, Furness and others is expressed in the following manner:

Auding = Hearing + Listening + Cognizing

Historically, constructive discontent led first to research regarding the graphic phases of communication; this was followed by investigations into the nature of oral language and its development, investigations which have resulted in a revision of the simplistic view of listening long held by many educators. Thus, that everyone who can hear knows how to listen has been experimentally discredited. A recently published listening bibliography annotating 880 articles, many of a research nature, confirms the observation that the information-getting phase in this area of language is well under way, and there is no evidence of abatement.²

Horrworth writes that the paradigm is operational because of three reasons:

1. It is consistent with findings in learning theory which recognize that cognition is the central process or intermediary within the organism involved in all communication.

¹Stanford E. Taylor, op. cit., p. 4.

²Gloria L. Horrworth, op. cit., p. 857.

2. By considering aspects of auding relational and configurational rather than as discrete, hierarchial stages, we will come closer to its actual nature.
3. Researchers and teachers using this lexicon will not be flying in the face of the general public's definition of listening, to give attention with the ear for the purpose of hearing.

The hearing act, listening act, and the comprehending act are all part of the auding act with equal importance. Thus, auding is not a distinguishable stage of listening; they are all one composite act.¹

Ross wrote that some sort of listening tests should precede teaching to determine what listening skills each child needs. Most listening programs have failed because each child's needs and listening skills were not identified.

Ramon Ross concludes,

It is hard to do, but teachers might do less talking and more listening. Parsimony should be applied to each teacher's speech in the classroom. As the child sees the teacher listening, they are encouraged² to learn part of the listening act through imitation.

Horrworth comments that the role of the teacher has much effect upon the listening behavior of students in her classroom, classroom climates in which the teacher displays a leadership role rather than a dictatorial role, is more conducive to the development of effective listening skills. In

¹Gloria L. Horrworth, Ibid.

²Ramon Ross, "Teaching the Listener," "Old Mistakes and a Fresh Beginning," Elementary School Journal, LXVI (February, 1966), 239-44.

an article "Defensive Communication," J. R. Gibb discusses the necessity of reducing group defensiveness. Defensive behavior occurs when an individual perceives threat or anticipates threat in the group. Defensive behavior engenders defensive listening and this, in turn, produces postural, facial, and verbal cues which raise the defense level of the original communicator. This defense-arousal prevents the listener from concentrating on the message.

Teachers who generate a supportive climate through their own behavior and reactions in verbal and silent language produce learners with improved listening skills and are effective teachers of listening whether they are conscious of it or not. The first step in teaching listening is taken by the teacher in analyzing his own listening habits.

Gibbs asks teachers, parents and managers to examine the total communication climate since, if the climate is defense reductive or supportive, the listener will not distort from his own projections. Gibbs suggests that the listener will be better able to concentrate on the structure, the content, and the cognitive meanings of the message in such a climate.

A listening-learning climate which is alive with the spirit of adventure differs from one which is not because of the affect cues sent out by the teacher (speaker) and if they are defense reductive, positive attitudes for learning which include curiosity, manipulation (of ideas), spontaneity, and awareness will be sustained and nurtured.

Gibbs says,

Defensive reductive climates in the classroom result when the speech behavior which a listener perceives possesses characteristics of:

1. Description--rather than evaluation
2. Problem orientation--as opposed to control
3. Spontaneity--rather than strategy
4. Empathy--not neutrality
5. Equality--as opposed to superiority
6. Provisionalism--rather than certainty

Children perceived by other children as good leaders and good sports, those who are listened to by peers, often seem to automatically employ defense reductive techniques.¹

The teaching of listening has gone through many of the same phases as has the teaching of reading: periods of careful survey and analysis-refining and defining the sequential skills and attitudes necessary to teach the act of reading. The teaching of listening is approaching the point where teachers now have available lists of sequence of skills as well as skill building techniques described in new texts in the area of reading and language arts.

When teachers become more familiar with the totality of the listening process, a deeper knowledge of the learner, more individualization of instruction in listening will be possible.

Miriam Wilt says,

Listening center equipment does little to improve the level of listening as compared to the face-to-face relationship between teacher and student to develop empathic, reactive, projective

¹J. R. Gibb, "Defense Level and Influence in Small Groups," Leadership and Interpersonal Behavior, (1961), 68-81.

and interpretative listening. The most essential components to teach good listening skills are provided by the classroom teacher. However, listening centers are worthwhile and provide additional¹ practice to aid in learning listening skills.

As a result of this survey of literature, the investigator constructed a questionnaire to determine the current status of listening skills in selected elementary schools of Iowa. Twenty-five questions were considered to be representative of the most important aspects in teaching listening skills to students in elementary schools of today.

¹Miriam Wilt, "A Study of Teacher Awareness of Listening as a Factor in Elementary Education," Journal of Educational Research, XLIII (April, 1950), 626-636.

CHAPTER III

INFORMATION FROM QUESTIONNAIRES

The questionnaire of twenty-five items was designed to obtain information concerning the current status of listening skills in twenty-five selected elementary schools in Iowa cities over 8,000 population.

The principals were sent questionnaires with a cover letter and asked to distribute questionnaires to elementary teachers in their schools. Two hundred questionnaires were sent out and one hundred and eighty were returned for a 90 per cent return. Questionnaires were returned from all of the twenty-five cities selected for this study.

Such enthusiastic response to the questionnaire indicates that teachers in the selected cities in this study are very interested in the area of teaching listening skills. Many unsolicited remarks were written on the questionnaires concerning the importance of listening, lack of lists of available teaching aids and materials to teach listening skills, and teachers' needs for additional training in the area of teaching listening skills. These comments indicated interest in the listening area of teaching.

The analysis and report prepared from the response to each question of the twenty-five items in the questionnaire give evidence that there is much needed in the area of teaching

listening skills, and teachers are interested in improving teaching in this area.

The results of the responses to the questionnaire in this study are presented in this form because the investigator felt that this type of report would be the most meaningful to elementary teachers of listening skills. Results of the questionnaire are as follows:

RESULTS OF QUESTIONNAIRE ON TEACHING LISTENING SKILLS

N = 180 (total teachers responding)

	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Response</u>
1. Are hearing tests given in your school?	171 9	95 5	Yes No
2. Who administers hearing tests?	117 54 9	65 30 5	School nurse Speech teacher Eye, ear nose and throat Doctor
3. Are provisions made in the classroom for individual differences in hearing?	171 9	95 5	Yes No
Please check type of pro- visions made:			
Seating adjustments	153 27 0	85 15 0	Yes No
Special grouping			
Speech teacher instruc- tion (outside the classroom)	27 153	15 85	Yes No
Please list any provisions not listed above.	0	0	

	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Response</u>
4. Do you periodically evaluate your personal speech habits used in the classroom?	162	90	Yes
"This is very important."	18	10	No
	180	100	
5. Do you feel your personal speech habits have a positive effect on the listening skills of the students in your classroom?	0	0	No
	180	100	Yes
Teachers have too little time to do all they should do.	144	80	
6. Which type of voice do you use primarily to teach listening skills to your students?			
soft-slow-well modulated	18	10	Yes
loud-easily heard	0	100	No
loud-rapid delivery	0	100	No
medium loud-pleasant tone and medium speed of delivery	162	90	Yes
	18	10	No
7. How effective are these speech habits of teachers in training students to learn listening skills? Please rate effectiveness by code number			
(1) very effective			<u>Rank of Response</u>
(2) moderately effective			
(3) not very effective			
speak rapid enough to hold attention	135	75	2
require complete attention before speaking	45	25	1
speak only loud enough to hold interest	153	85	1
enunciate words carefully	27	15	2
	135	75	2
	45	25	1
	162	90	2
	18	10	3

	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Rank of Response</u>
look directly at persons	108	60	3
when speaking	72	40	1
speak loud enough to be	162	90	1
heard	18	10	3
use a pleasant loud tone	18	10	1
of voice	162	90	3
use signals to secure			
attention (such as a	54	30	1
bell, cue words)	126	70	3

8. How do you teach the following listening skills? Please indicate by code numbers below:
- (1) directly taught listening lessons
 - (2) reading correlated listening lessons
 - (3) language correlated listening lessons
 - (4) incidentally taught as need arises
 - (5) not taught
 - (6) music correlated listening lessons

<u>Listening Skills</u>	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Method Used</u>
directing and maintaining	36	20	3
attention	144	80	4
following directions	162	90	1
	18	10	4
using auditory analysis	158	88	2
	21	12	3
using mental summarizing	162	90	2
	18	10	3
using content to comprehend	144	80	2
	36	20	3
distinguishing irrelevant	162	90	2
and relevant information	18	10	3
listening with a purpose	135	75	2
	45	25	3
finding the main ideas and	54	30	2
important detail	126	70	3

	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Response</u>
9. Please list the titles and/or publishers of any materials you would like to obtain to use in teaching listening	0	0	None
Spontaneous responses			
Materials would be helpful if lists were available	140	78	
10. Please list the titles and/or publishers of any informal surveys or standardized listening evaluations used in your classroom.			
Weekly Reader Listening Tests	108	60	Yes
Science Research Association Listening Tests	36	20	Yes
No response	36	20	None
11. Please send samples of any teacher-made tests you use to evaluate listening skills taught in your classroom	180	100	None
12. Please send samples of any tests not mentioned that you use to evaluate listening skill instruction.	180	100	None
13. Please check below audio-visual equipment used in your classroom to teach listening skills and indicate effectiveness by code number			
(1) very effective			
(2) moderately effective			
(3) least effective			

	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Rank of Response</u>
Tape recorder (cartridge type)	126	70	1
	54	30	2
(continuous loop type)	18	10	1
	162	90	0
Movie projector (reel type)	9	5	3
	171	95	1
(cartridge type)	0	0	0
Record player	63	35	3
	117	65	2
Headsets (plugged into record player)	90	50	3
	90	50	1
(plugged into tape recorder)	99	55	3
	81	45	2
Radio	153	85	3
	27	15	2
Filmstrip projector (with records for sound)	78	32	3
	102	68	1
Television	45	25	3
	135	75	1
Language Master	126	70	3
	54	30	2
Audio Reader	99	55	2
	81	45	1
Educational Development Laboratories			
(compressed speech on tape)	153	85	3
	27	15	2

14. Please check visual aids to teach listening skills and indicate effectiveness by code number
- (1) very effective
 - (2) moderately effective
 - (3) least effective

	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Rank of Response</u>
View Master	144	80	0
	36	20	2
Flannel board	59	33	1
	121	67	0
Puppets	45	25	1
	135	75	0
Live animals	27	15	2
	153	85	0
Inanimate animals (stuffed or ceramic or plastic)	18	10	3
	162	90	0
Pictures	153	85	1
	27	15	0
Blackboard	135	75	2
	45	25	0
Textbooks	90	50	2
	90	50	0
Opaque projector	112	62	1
	68	38	2
Overhead projector	142	79	1
	38	21	0
Slide projector	108	60	2
	72	40	0
Peabody Kit (Language activity box)	81	45	1
	99	55	0
Filmstrip projector	90	50	1
	90	50	0
Film reader	54	30	1
	126	70	0
Tachistoscope	36	20	2
	144	80	0
Typewriter	27	15	3
	153	85	0
Bulletin board	45	25	1
	135	75	3
Science Research Listening Lessons and reading cards	36	20	1
	144	80	0
Paper-back books	135	75	2
	45	25	0

	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Response</u>
15. Approximately how much money does your school spend each year on audio-visual equipment to teach listening skills? (Refer to question 13.)	153	85	None
	18	10	Under \$300
	9	5	Over \$300
16. Approximately how much should be spent each year on audio-visual equipment to teach listening? (Refer to question 13.)	153	85	None
	0	0	Under \$300
	27	15	Over \$300
17. Approximately how much does your school spend each year on visual aids to teach listening skills? (Refer to question 13.)	153	85	None
	9	5	Under \$300
	18	10	Over \$300
18. Approximately how much should be spent on visual aids to teach listening skills? (Refer to question 14.)	153	85	None
	18	10	Under \$300
	9	5	Over \$300
19. Do you use commercially prepared tapes to teach listening lessons?	117	65	No
	63	35	Yes

	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Response</u>
20. Do you use teacher-made tapes to teach listening lessons in your classroom?	126 54	70 30	Yes No
Do you include a self- checking exercise at the end of the lesson?	99 81	55 45	Yes No
Please comment or share ideas concerning lessons you have taped and prefer.			
Arithmetic	99 81	55 45	Yes No
Social studies	36 144	20 80	Yes No
Reading for comprehension	27 153	15 85	Yes No
Spelling	18 162	10 90	Yes No
Teachers commented spontan- eously--lack of training in this area	162	90	
21. Do you use games and activi- ties to teach listening?	18 162	10 90	Yes No
Please list on the reverse side, any titles and/or publishers of games and activities you prefer.	180	100	None
Will you please share any directions for teacher-made games and activities you prefer?	180	100	None
Please comment on reverse side.	180	100	None

	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Response</u>
22. How do you personally evaluate the effectiveness of your listening program? Please comment on the reverse side.	9	5	Personal observation

Spontaneous responses

No effective method used	171	95
Listening is very important	162	90

23. How do you feel concerning the benefits these children will receive from a well-planned listening program in your classroom? Please rate by code number.

- (1) most benefits
(2) moderate benefits
(3) very little benefits
(4) least benefits

	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Rank of Response</u>
Gifted	162	90	3
	18	10	2
Overachiever	144	80	3
	36	20	2
Average	162	90	1
	18	10	2
Underachiever	45	25	1
	135	75	3
Slow learner	117	65	3
	63	35	4
Retarded	171	95	4
	9	5	3
Emotionally disturbed	162	90	3
	18	10	4
Specific learning disability	135	75	2
	45	25	3
Physically handicapped	153	85	2
	27	15	2

	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Response</u>
24. Do you use a track system in your school?	153	85	Yes
	27	15	No
How are students grouped?			
language ability	0	0	0
reading ability	117	65	Yes
mental ability	63	35	Yes
behavior problems	9	5	Yes
Which group do you teach?	180	100	None
Which grade level do you teach?	180	100	None

25. How do you group students for
listening instructions in
your classroom? Please check
method and indicate by code
numbers below as to the effec-
tiveness
(1) most effective
(2) moderately effective
(3) least effective

	<u>Number of Teachers</u>	<u>Per Cent</u>	<u>Rank of Response</u>
Entire class	171	95	1
Reading ability	9	5	2
Language ability	0	0	0
Mental ability	0	0	0
Interest level	0	0	0
Social ability	0	0	0
Listening ability	0	0	0
Heterogeneously (mixed ability)	0	0	0

CHAPTER IV.

SUMMARY

The problem of this study was to determine the current status of listening skills in elementary classes of twenty-five largest cities in Iowa, and to use responses to a questionnaire to provide implications for teachers.

These results of the questionnaire pointed out the following facts concerning teaching listening skills in the selected schools in this study:

1. Hearing tests were not given to all children in the schools, as some received tests in doctor's offices.
2. Persons administering hearing tests to students of selected schools were as follows: (a) sixty-five per cent--school nurse, (b) thirty per cent--speech teacher, and (c) five per cent--eye, ear, nose and throat doctor.
3. Eighty-five per cent of teachers made adjustments in seating arrangements to aid individual differences in hearing. Fifteen per cent sent student out of the classroom to a speech teacher for special instruction.
- 4-5. Ninety per cent of teachers made a periodical evaluation of personal speech habits. However, one hundred per cent responded spontaneously that this was

important in teaching listening skills. Eighty per cent responded that teachers have too little time to do all they should do. One hundred per cent felt their speech habits had a very positive effect on the teaching of listening skills. Ten per cent responded a moderate positive effect and 5 per cent indicated a not very positive effect.

6. Ninety per cent of teachers considered use a medium loud and pleasant tone of voice in talking to students. Ten per cent use a soft-slow-well-modulated type of voice.
7. Seventy-five per cent of teachers responding indicated that they speak only loud enough to be heard, with very effective results in teaching listening skills. Ninety per cent enunciate words very carefully with moderate effectiveness. Ten per cent use a loud tone of voice with much success. Eighty-five per cent required complete attention before speaking and reported this to be very effective.
8. Responding teachers correlated the teaching of reading with the teaching of listening fifty per cent of the time, a response not requested by the questionnaire, 90 per cent of teachers responded that following directions was the only listening directly taught as a listening lesson.

9. The lack of materials and lists of sources of materials to aid teachers of listening was reported by 78 per cent of teachers, and this one of the items in the questionnaire. Twenty-two per cent did not respond to this item. There was no response to item 9.
10. It was indicated that there are very few listening tests available to teachers in this study. Sixty per cent reported Weekly Reader Listening Tests, 20 per cent reported Science Research Association Listening tests used in the classroom and 20 per cent reported no tests used.
- 11-12. No tests were listed in response to these items.
13. Audio-visual equipment most used was movie projectors (reel-type). Ninety-five per cent of the teachers rated these most effective to teach listening skills. Least used of this equipment was continuous loop type tape recorders--only 10 per cent use.
14. Pictures were checked as the most used visual aid to teach listening by 85 per cent of the respondents and were rated as very effective. The least used and least effective audio-visual aid was inanimate objects (stuffed, ceramic or plastic). Fifteen per cent of teachers used typewriters with a least effective rating and 75 per cent of teachers used bulletin boards with a least effective result.

- 15-19. Eighty-five per cent of teachers in the study responded that they did not know how much money is spent for audio-visual aids in their school each year. Fifteen made no response. Thirty-five per cent of teachers felt more than \$300 should be spent each year on audio-visual and twenty-five per cent felt under \$300 should be spent by the school.
20. Seventy per cent of teachers surveyed used teacher-made tapes in teaching listening and 55 per cent used a self-checking exercise at the end of taped lessons. Thirty per cent of teachers used no teacher-made tapes. Arithmetic lessons were taped by 55 per cent of the teachers surveyed.
21. The items of the questionnaire concerning games and activities were completed by very few teachers. Ten per cent of the responding teachers indicated games and activities were used to teach listening and 90 per cent indicated the use of no games and activities. No directions for games or activities were shared with the investigator.
22. One hundred per cent of the teachers voluntarily commented that the teaching of listening skills was very important, but 95 per cent reported no valuable effective methods used for evaluating the listening program and 5 per cent reported the use

of personal observation to assess children in the development of this area.

23. Ninety per cent of the teachers surveyed reported that the average child would benefit most from a well-planned listening program. Ninety-five per cent of the teachers reported that the retarded child would benefit the least from a listening program.
24. Eighty-five per cent of respondents reported the use of a track system in their school and 15 per cent reported no track system used. Sixty-five per cent of teachers responding indicated students in their school are grouped for instruction according to reading ability, 30 per cent according to mental ability and 5 per cent according to behavior problems.
25. Ninety-five per cent of teachers in this study, do not group students for listening instruction in the classroom and indicated effective results. Five per cent group students are grouped according to reading ability for moderate effectiveness concerning the teaching of listening skills.

Results of the questionnaire indicate much interest among the teachers in this study, concerning improving the teaching of listening skills in their classrooms, and the recognition of the importance of teaching effective listening skills to children. An effective sequential developmental

listening program for all schools should and can become a reality in the near future with the rapidly increasing growth of interest in this area of teaching.

More research is needed in the area of teaching listening skills.

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APPENDIX I

QUESTIONNAIRE ON TEACHING LISTENING SKILLS

Please Check

1. Are hearing tests given in your school? Yes _____
No _____

2. Who administers hearing tests?
 school nurse _____
 teacher _____
 speech teacher _____
 medical doctor _____
 psychologist _____
 others by teacher _____
 referral only _____
 (please specify who) _____

3. Are provisions made in the classroom for individual differences in hearing? Yes _____
No _____

Please check type of provisions made:
 seating adjustments _____
 special grouping _____
 speech teacher _____
 instructions _____
 (outside the classroom) _____

Please list any provisions made not listed above.

4. Do you periodically evaluate your personal speech habits used in the classroom? Yes _____
No _____

5. Do you feel your personal speech habits have a positive effect on the listening skills of the students in your classroom? Yes _____
No _____

If your answer is yes above--please check scale as to how much positive effect.
 1 = most positive effect and 5 = least positive effect.

1 _____
 2 _____
 3 _____
 4 _____
 5 _____

Please Check

6. Which type of voice do you use primarily to teach listening skills to your students?

soft-slow-well modulated
 loud-easily heard
 loud-rapid delivery
 medium loud-pleasant tone
 and medium speed of
 delivery

7. How effective are these speech habits of teachers in training students to learn listening skills? Please rate effectiveness by code number

(1) very effective
 (2) moderately effective
 (3) not very effective

require complete attention
 before speaking
 speak rapidly enough to
 hold interest
 enunciate words carefully
 look directly at persons
 when speaking
 speak loud enough to be
 heard
 use a pleasant medium
 loud tone of voice
 use signals to secure
 attention (such as a
 bell, cue words or
 turning off lights)

8. How do you teach the following listening skills? Please indicate method by code numbers below

(1) directly taught listening lessons
 (2) reading correlated listening lessons
 (3) language correlated listening lessons
 (4) incidentally taught as need arises
 (5) not taught
 (6) music correlated listening lessons

Listening Skills

Method Code

directing and maintaining attention
following directions
using auditory analysis
using mental summarizing
using content to comprehend
distinguishing irrelevant and
relevant information
listening with a purpose
finding the main ideas and
important details

Please list the titles and/or publishers
of any materials you use to teach listening.

9. Please list the titles and/or publishers of any material
you would like to obtain to use in teaching listening.
10. Please list the titles and/or publishers of any informal
surveys or standardized listening evaluations used in
your classroom.
11. Please send samples of any teacher-made tests you use to
evaluate listening skills taught in your classroom.
12. Please send samples of any tests not mentioned that you
use to evaluate listening skills instruction.

13. Please check below audio-visual equipment used in your classroom to teach listening skills and indicate effectiveness by code number

- (1) very effective
(2) moderately effective
(3) least effective

	<u>If Used</u>	<u>Code</u>
tape recorder		
(cartridge type)		
(continuous loop type)		
movie projector		
(reel type)		
(cartridge type)		
record player		
headsets		
(plugged into record player)		
(plugged into tape recorder)		
radio		
filmstrip projector		
(with records for sound)		
television		
Language Master		
Audio Reader		
Educational Developmental Laboratories		
compressed Speech on tape		

14. Please check visual aids used to teach listening skills in your classroom and indicate effectiveness by code number.

- (1) very effective
(2) moderately effective
(3) least effective

	<u>If Used</u>	<u>Code</u>
View Master		
flannel board		
puppets		
live animals		
inanimate animals		
(stuffed or ceramic or plastic)		
Pictures		
blackboard		

	<u>If Used</u>	<u>Code</u>
Textbooks	_____	_____
opaque projector	_____	_____
overhead projector	_____	_____
slide projector	_____	_____
Peabody Kit (language activity box)	_____	_____
filmstrip projector	_____	_____
film reader	_____	_____
tachistoscope	_____	_____
typewriter	_____	_____
bulletin board	_____	_____
Science Research	_____	_____
Listening Lessons and reading cards	_____	_____
paper-back books	_____	_____

15. Approximately how much money does your school spend each year on audio-visual equipment to teach listening skills? Refer to question number 13

\$ _____

16. Approximately how much should be spent on audio-visual equipment to teach listening? Refer to question number 13.

\$ _____

17. Approximately how much money does your school spend each year on visual aids to teach listening? Refer to question number 14.

\$ _____

18. Approximately how much should be spent on visual aids to teach listening skills? Refer to question number 14.

\$ _____

Please Check

19. Do you use commercially prepared tapes to teach listening lessons?

Yes _____

No _____

Please list titles and/or publishers of lessons you prefer. Rate these lessons according to code.

- (1) very effective
(2) moderately effective
(3) not very effective

Please Check

20. Do you use teacher made tapes to teach listening lessons in your classroom?

Yes _____
No _____

Do you include a self-checking exercise at the end of the lesson?

Yes _____
No _____

Please comment or share ideas concerning lessons you have taped and prefer.

21. Do you use games and activities to teach listening skills?

Yes _____
No _____

Please list, on the reverse side, any titles and/or publishers of games and activities you prefer. Will you please share any directions for teacher-made games and activities you prefer? Please comment on the reverse side.

22. How do you personally evaluate the effectiveness of your listening program? Please comment on the reverse side.

23. How do you feel concerning the benefits these children will receive from a well-planned listening program in your classroom? Please rate by code number.

- (1) most benefits
(2) moderate benefits
(3) very little benefits
(4) least benefits

Rate

gifted
overachiever
average
underachiever
slow learner
retarded
emotionally disturbed
specific learning disability
physically handicapped

Please Check

24. Do you use a track system in your school?

Yes _____

No _____

How are the students grouped?

language ability _____

reading ability _____

mental ability _____

behavior problems _____

Which group do you teach? _____

Which grade level do you teach? _____

25. How do you group students for listening instructions in your classroom? Please check method and indicate by code numbers below as to the effectiveness.

(1) most effective

(2) moderately effective

(3) least effective

Method

Used Code

entire class _____

reading ability _____

language ability _____

mental ability _____

interest level _____

social ability _____

listening ability _____

heterogeneously _____

(mixed abilities) _____

COVER LETTER TO PRINCIPALS OF ELEMENTARY SCHOOLS SELECTED

4516 - 70th St. Place
Des Moines, Iowa
May 26, 1969

Dear Principal:

I am making a survey of current practices used to develop listening skills in the primary and intermediate grades in elementary schools of Iowa. This study is being conducted in partial fulfillment of the requirements for a Master of Science Degree in Education at Drake University.

Will you please distribute the enclosed questionnaire to grade teachers in your elementary schools? The names of the teachers and schools will not appear in the report.

Sincerely,

Mary D. Gladfelder

COVER LETTER TO ELEMENTARY TEACHERS

Dear Fellow Elementary Teacher:

I am working on a survey of current practices used to develop listening skills in elementary classes in Iowa. This study is to fulfill part of the requirements for a Master of Science Degree in Education at Drake University.

I would appreciate your filling out the enclosed questionnaire and returning it to me before June 10. A stamped self-addressed envelope is enclosed for your convenience. No teacher or school names will be mentioned in this report. Thank you for your time.

Sincerely,

Mary D. Gladfelder

SCHOOLS WHICH PARTICIPATED IN THIS STUDY

Ames	Keokuk
Bettendorf	Marion
Boone	Marshalltown
Burlington	Mason City
Cedar Falls	Muscatine
Cedar Rapids	Newton
Charles City	Oelwein
Clinton	Ottumwa
Council Bluffs	Sioux City
Davenport	Spencer
Des Moines	
Dubuque	
Fort Dodge	
Fort Madison	
Iowa City	

APPENDIX II

SOURCES OF MATERIALS AVAILABLE TO AID TEACHERS OF LISTENING

Publishers of Textbooks Containing Listening Instructions.

	<u>Grades</u>	
American Book Company	1 - 6	New York City, New York
Ginn and Company	1 - 6	Boston, Mass.
D. C. Heath Company	1 - 6	Boston, Mass.
Harcourt, Brace and World, Inc.	1 - 6	New York City, New York
Laidlaw Brothers	1 - 6	River Forest, Illinois
The Macmillan Company	1 - 6	New York
Row Petersen Company	1 - 6	Evanston, Illinois
Scott Foresman Company	1 - 6	Chicago, Illinois
World Book Company	1 - 6	New York City New York

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Charles E. Merrill Book Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 (Skilltapes).

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Educators Guide to Free Films, 1956 edition. Educators Progress Service, Randolph, Wis.

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Educators Guide to Free Tapes, Scripts and Transcriptions, 1957 ed. Educators Progress Service, Randolph, Wis.

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Enrichment Records (dramatizations based on Random House "Landmark Books" series: Paul Revere, Wright Brothers, California Gold Rush, etc.), 246 Fifth Avenue, New York 1, N.Y.

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